

## **Summary**

**Sensitisation against corruption:  
The Moroccan Experience in the Educational Sector**

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Transparency-Maroc in partnership with the Ministry of education has tried for three years to implement an educational project of sensitisation in schools and of training the "animators" for the campaign against corruption. The accomplishment of this project has been developed in a favourable context characterised by the constitution of a new government in March 1998 which has noted the moralisation of public affairs and the campaign against corruption in its political declaration.

## **1. A pilot campaign**

The study of the authorities reports and questionnaires filled by teachers who took part in the pilot operation of sensitisation has allowed to be aware of the diversities of the organised activities. They particularly included :

- a. The preparation of case studies, investigations and research carried out by pupils with the association of members of their families ;
- b. The realisation of drawings and posters ;
- c. The preparation of essays and also the organisation of conferences with the participation of pupils' parents' association ;
- d. The organisation of competitions concerning the best works (drawings, poems, cartoons (caricatures)) ;
- e. The realisation of theatrical activities and discussions of humoristic anecdotes concerning corruption.

The sensitisation is done principally through non-classical educational activities - rarely used in the public educational system - and also thanks to the motivation and the co-operation of teachers. This result and effort of mobilisation is in itself a sign of the interest that the question of corruption arouses in Moroccan society.

The feed-back of the carried out activities has confirmed that the sensitisation of the campaign against corruption arouses a great interest ; it is perceived as a phenomenon that affects the whole world. A request for the generalisation of this operation to all the provinces and to all schools has been expressed by a large majority of the participants.

## **2. The generalization to all secondary schools**

For all the campaign of sensitisation 2000, a work of preparation has been set with the Ministry of education and has been followed by the Ministry of General Affairs and other departments (such as departement of sport and youth...) and the participation of the committee in charge of the follow up of anti-corruption policy<sup>1</sup>.

According to an evaluation<sup>2</sup> carried out in the Center of educational planning and orientation (COPE), pupils and students have expressed a great interest for this campaign of sensitisation and teachers who have participated were motivated too (74,29%). It has been underlined that the possibility of organising campaign of sensitisation in schools itself is a progress with regard to the fact that this phenomenon was considered as something taboo till recently.

Sensitisation has broadly been expressed through artistic activities 50% (drawings, caricatures, theatre, written expressions..), a contribution to the extension of debates (34,15%)

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<sup>1</sup> This committee was established after the seminar held by the government, the participation of the World bank and the civil society (Transparency-Maroc and a network of associations against corruption). But this committee was very little effective.

<sup>2</sup> Memoire (academic study to get a diploma in educational planning and counselling ) realised by Hassan Besyouni, Mohamed Kazoun, Ahmed Merbah. Supervised by Professor Azeddine Akesbi, July 2001. Rabat.

and the realisation of journalistic investigations (8,53%) (Document in the COPE, op., cit., p. 106)

Three types of difficulties have been signalled by teachers interviewed :

- those linked to lack of partners implication (association of parents, administration...),
- difficulties linked to the organisation (period chosen for the campaign, lack of time),
- material difficulties (financial, lack of rooms, lack of documents..).

Teachers interviewed suggested also four types of proposals aiming at improving the future campaign of sensitisation :

- a) Better involvement of partners (media, educators, civil society...);
- b) Improvement of means of works ;
- c) Better organisation of the campaign ;
- d) To place the campaign as part of the national mobilisation and its integration to the curriculum.

The majority of persons interviewed prefer an indirect integration of sensitisation in subjects relating to the topic (50%) and only a small proportion (10%) wish that sensitisation should be done independently. They suggest that the content should be introduced in different subjects and particularly in subjects that deals with humanities, human rights and languages.

### **3. The training of the staff responsible for sensitisation**

The training of "trainers" in the sensitisation against corruption was started by Transparency-maroc in the year 2001 as a response to a need expressed at the time of campaigns of sensitisation in schools and also to bring material (and work tools) to militant of transparency-maroc. This programme has three goals.

1. provide a certain knowledge about corruption and its mechanisms ;
2. set out equipment necessary to the campaign against corruption ;
3. produce didactic material for training.

In order to concrete the project, Transparency-Maroc has formed a group of specialists so as to conceive the content of the training. This group has conceived material that take into consideration the context, the constraints and the particularities of the country. The carried out document includes the following aspects :

- a) economic and political aspects of corruption ;
- b) corruption and its juridical aspects (infraction - procedures - law suit...);
- c) Arts, education and their contribution to culture of transparency ;
- d) Perspectives of reform and the setting of a national system of integrity in Morocco.

Moreover, this work has showed potential positive consequences in education. A large majority of participants has made a string request to be active members of transparency - Maroc and to participate in future activities. This is one of the great request and challenge that TM has to satisfy .

### **4. Education as operating action for the campaign against corruption : perspectives of co-operation at an international level**

The modest experience of sensitisation engaged in schools in Morocco has underlined the strategic character (and potentialities) of this action. It has also showed that this is a matter of great interest to pupils and students, parents and the educational community. In a country

where corruption is considered as something systematic and structural, it is comforting to see such awareness in children.

Sensitisation in educational sector - on the large scale - won't be achieved unless there is an assistance of partners from the Ministry of Education and from other authorities. The association of transparency-Maroc and the collective of associations (a network of associations against corruption) are very essential for the success of this type of operations, this requires regular attendance, a follow up and flexibility.

Transparency-Maroc has a deliberate orientation which is to place these campaign of sensitisation in a creative and non-directive approach (let the students and the teachers have the initiative in proposing types and forms of activities). This attitude reveals to be rewording initiative. The introduction of the topic , "the campaign against corruption" in schools prove to have also a positive impact on the way of learning. It made overtures to many "para-school-activities. However, it has been proved more difficult to own official partners about the integration of sensitisation in the curriculum, despite the positive context characterised by a revision of school programmes and the introduction of the teaching of human rights during the academic year 2001-2002.

Moroccan experience has revealed too the existence of a strong need in information, training and also in the production of didactic material that may be effective and useful both in educational institutions - of different levels - and different sectors and categories of population. Actually the "sensitisation in schools" and the training of "animators" has opened out large perspectives of work with a network of associations against corruption. Many associations have claimed more information and animation in this domain. So why not extend this partnership to international level ? Why not promote a network to co-operation in area of research, conception and evaluation of these experiences. The advantages of this action are not limited to educational sector. Associations which have a mission to faith against corruption could use this opportunity to broaden their field of action. They will be able to open up the dialogue and the communication with the largest part of population. The educational sector is s very precious source of feed-back and enrichment of their experience.

### **5. Possible co-operation tasks**

The development of training and sensitisation as far as corruption is concerned is a strategic and promising area for the whole campaign. In this way, it is important to promote co-operation in this domain. The following propositions are means for reflection and common work.

1. to develop experiences about sensitisation in schools and generally in the educational sector ;
2. make an effort in order to include sensitisation of the campaign against corruption in school curriculum and can be integrated in the teaching of humanities and human rights and languages ;
3. make parents and different institutions take part in this action ;
4. develop methodologies of animation and evaluation ;
5. prepare training for "animators" ;
6. promote exchange of experiences among components of the movement against corruption;
7. Consider the articulation between the impact of "education-training" activities and the structural reforms necessary to the faith against corruption ;
8. Study the manifestations and the mechanisms of corruption in the educational sector ;
9. Think about the role of media in the battle against corruption ;
10. All these propositions concerning a reflection could be studied and realised within and by organising the university of transparency which could be held regularly.